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AUTHOR	Ybarra, Michael
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ABSTRACT

This document is a narrative summary of an institutional effectiveness survey administered in the fall of 2000 at Cerritos College (California). The survey was designed to assess satisfaction with the institution. Administered to help meet the accreditation standards set by the Western Association of Schools and Colleges (WASC), the survey questioned six groups of people impacted by the actions of the community college: administrators, full-time faculty, part-time faculty, full-time staff, students, and members of the surrounding community. A total of 2,341 surveys were issued, with 514 (22% response rate) being completed and returned. The survey asked people to rate, on a scale of 0 (no opinion) to 5 (strong agreement), certain aspects of the college. Different statistical tests were used to compare results between the 2000 survey and the 1997 survey on institutional effectiveness. Results indicated that: (1) a majority of the respondents agreed that the college was effective; (2) the average response to survey items was 3; (3) no survey item showed a response average of strong agreement or strong disagreement; (4) the highest rating was for the statement "I am proud to work at Cerritos College;" and (5) the two statements that were rated less than 3 were "the board solicits feedback as part of its self-evaluation process" and "I have adequate input into the budget process." (MKF)

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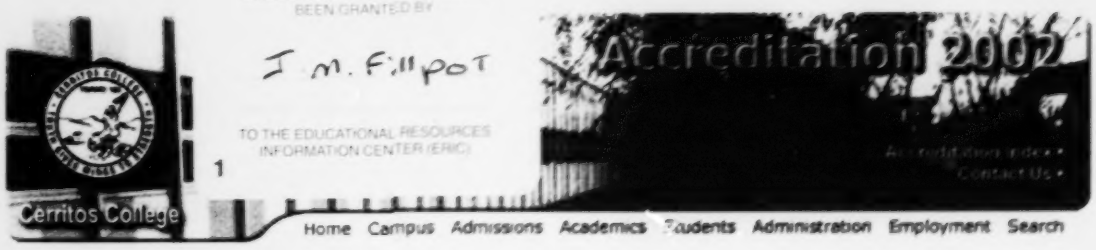

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Fall 2000 Institutional Effectiveness Survey: Preliminary Written Analysis

Introduction

The Institutional Effectiveness survey was administered in the Fall of 2000 at Cerritos College to assess peoples' satisfaction with the college. This survey is part of a college-wide effort in meeting the Western Association of Schools and Colleges (WASC) accreditation standards. The survey was administered to 6 groups of people affected by the actions of Cerritos College: (1) administrators, (2) full-time faculty, (3) part-time faculty, (4) full time staff, (5) students, and (6) members of the surrounding community. In a 3-week period, the survey was administered, and returned to the Office of Institutional Research. The results were subsequently tabulated, with initial statistical results released in early January of 2001.

Methodology

2341 surveys were administered in early September of 2000. The surveys were accepted and received at the Institutional Research Office until Late September of 2000 when a cut-off deadline was established. 514 completed surveys were returned during this period (somewhat more than the 313 responses from the 1997 survey) for a return rate of 22%. The results were tabulated over the next 3-4 weeks, refined over the next 6 weeks, and the initial results were released in early January of 2001 in two parts. The means and frequencies were released as 1 paper, while the means (averages) and percentages within each class of respondents was released as a 2nd paper.

The survey had an original rating system of 1 to 6 where 1 was strong agreement, and 6 indicated no opinion. This rating was reversed and changed to a 0 to 5 scale (where 0 was no opinion and 5 indicated strong agreement) for frequency counts in order to achieve equivalency with the 1997 survey. In calculating the averages (means), the scale was adjusted to a 1 to 5 rating, leaving out 0 (no opinion) in order to achieve approximate equivalency with the 1997 survey (The 1997 survey also left out neutral responses which were used in this survey).

In order to determine if there was significant improvement in levels of perceived satisfaction between the 1997 survey and the 2000 survey, the non-

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parametric sign test was used. Further, to determine if there were statistically significant differences between the groups of respondents, the non-parametric Kruskal-Wallis test was used (due to widely differing N-sizes between the groups of respondents) on the 2000 survey.

Overall Results of the Survey

Survey respondents rated most of the Fall 2000 survey statements more than a 3, which indicated their overall agreement with the statements. It's noteworthy that there were no statements with which the respondents showed strong agreement (by an average rating of 4.5 or better) or strong disagreement (by an average rating of 1.5 or lower).

As stated above, most of the statements were rated better than 3, with no statement rated higher than 4.5. This range of agreement is indicative of "moderate agreement" with the statements of the fall 2000 survey. The highest rating was to statement 101: ***I am proud to work at Cerritos College*** (with an average rating of 4.20).

However, there were two statements that were rated by respondents with less than a 3.0 and one statement which was rated about 3.0. The ratings on the aforementioned statements may indicate slight disagreement or neutrality with the statements. The two statements that were rated less than 3.0 were, statement 88: ***The board solicits feedback as part of its self-evaluation process*** (avg. rating of 2.94), and statement 72: ***I have adequate input into the budget process*** (avg. rating of 2.95). The statement that was rated at around 3.0 was statement 85: ***The Board establishes policies, but does not administer the institution*** (avg. rating of 3.07).

Statistical Tests

Overall Differences between groups of respondents for the 2000 survey (Calculated with the Kruskal-Wallis test).

In general, application of the Kruskal-Wallis test found statistically significant differences on satisfaction levels between the groups of respondents. Ninety-nine out of 120 statements showed a statistically significant difference between the groups at the .05 level, (indicating there is a high probability of these differences being true differences in levels of rated satisfaction). By contrast, there were no statistically significant differences between the groups rated satisfaction levels on 21 out of 120 statements.

Differences between the 1997 and the 2000 surveys (Calculated with the Sign Test).

Sign Test: Comparing the means from the 2000 survey to the 1997 survey

found 99 plus (+) signs (showing an increase), and four (–) signs (showing a decrease). At a .01 significant level of probability with an n-size of 99, the probability of getting this result is greater than 99%. This shows a statistically significant increase in paired-statement ratings from the 1997 survey to the 2000 survey.

Standard Analysis

Standard 1: Institutional Mission

Year 2000 IE Survey - Overall

The highest rating was in response to the college mission statement 1: ***I understand the college philosophy and mission*** (avg. rating of 4.15). Likewise, there are high satisfaction ratings (approximately 4 or more) from most of the other statements in this category (e.g., statement 3: ***The Cerritos College goals and priorities accurately reflect the philosophy and mission of the college*** (avg. rating of 3.99)), and statement 4: ***The mission statement identifying broad based educational objectives*** (avg. rating of 4.10).

Year 2000 IE survey - group breakdowns

Classified staff rated survey statements significantly lower, as compared to all other groups in standard 1, e.g.,statement 5: ***The Cerritos College mission statement influences decisions made and resources allocated within your organizational unit*** (avg. rating of 3.51). While all the means separated out by class are high, classified staff had the lowest of those means.

These differences were confirmed with the Kruskal-Wallis test. Statements 1 through statements 4 had statistically significant differences between the groups at the .05 level of significance. The lowest average in all 5 statements was by classified staff. The highest average in statements 2 and 4 was with full-time faculty. The highest average in statement 3 was by the community, the highest average in statement 1 was by administration, and the highest average in statement 5 was tied between part-time faculty and students.

Comparing the 1997 and 2000 IE Survey results

All the average responses to the 2000 IE survey showed a significant increase from the 1997 IE survey. The largest increase came from statement 3: ***The Cerritos College goals and priorities accurately reflect the philosophy and mission of the college*** (increased from an average of 3.64 in 1997 to an average of 3.99 in 2000). The smallest increases came from statements 1: ***I understand the College philosophy and mission*** (increased from an avg. of 4.01 in 1997 to 4.15 in 2000), and statement 5: ***The Cerritos College mission statement influences decisions made and resources allocated within your organizational unit*** (increased from an avg. of 3.47 in 1997 to an avg. of 3.66

in 2000).

Standard 2: Institutional Integrity

Year 2000 IE Survey - Overall

The highest rating for this standard was with statement 7: ***The institution conveys clear expectations concerning academic honesty and codes of conduct*** (avg. rating of 4.00). All other statements had average ratings higher than 3.5. The lowest was statement 11: ***Institutional policies, practices, and publications are routinely evaluated and revised to ensure integrity*** (avg. rating of 3.64).

Year 2000 IE survey - group breakdowns

A Kruskal-Wallis test showed there were statistically significant differences among the groups for all statements in this section at the .01 level. In all 6 statements, the lowest averages were given by classified staff. The lowest average rating by classified staff was on statement 11: ***Institutional policies, practices, and publications, are routinely evaluated and revised to ensure integrity*** (avg. rating of 3.10). By contrast, the highest average varied between the community, part-time faculty and administration. The overall highest rating was by administration on statement 8: ***The academic freedom of faculty is protected and fostered*** (avg. rating of 4.30).

Comparing the 1997 and 2000 IE Survey results

All the average responses to 2000 IE survey showed increases from the 1997 IE survey. The largest increase came from responses to statement 9: ***The institution demonstrates a commitment to truthfulness in dealing with students, faculty, staff, the community, and the media*** (increased from an avg. of 3.24 in 1997 to 3.67 in 2000). Most of the statements increased approximately .30 points from 1997 to 2000 (e.g., statement 7: ***The institution conveys clear expectations concerning academic honesty and codes of conduct*** (increased from an avg. of 3.68 in 1997 to 4.00 in 2000)). The smallest increase came from responses to statement 8: ***Academic freedom of the faculty is protected and fostered*** (increased from an avg. of 3.78 in 1997 to 3.89 in 2000).

Standard 3: Institutional Effectiveness

Year 2000 IE Survey - Overall

The highest average response was statement 14: ***The activities of my unit/dept/office related to the major goals and priorities at the college*** (avg. rating of 4.07). The lowest average rating was statement 19: ***Institutional outcomes are adequately assessed and documented*** (avg. rating of 3.43).

Year 2000 IE survey – group breakdowns

Follow-up analysis between groups using a Kruskal-Wallis test found statistically significant differences in 8 of the 11 statements in the section. The lowest averages for 7 out of the 8 statements were from classified staff. Part-time faculty had the lowest average, with statement 13 (classified staff was .01 points higher) which states: ***I believe I can provide input to the goals and priorities established at Cerritos*** (avg. rating of 3.79). There were three statements with no statistically significant differences (indicating some convergence of opinion), statements 17, 18 and 19. The afore mentioned statements pertained to the college's institutional research and planning process.

Comparing the 1997 and 2000 IE Survey results

Out of 11 statements in the standard, 10 showed increases from 1997. The largest increases came from statement 22: ***Program evaluations lead to improvement of programs and services*** (increased from an avg. of 3.32 in 1997 to 3.66 in 2000), and statement 20: ***Cerritos College adequately responds to changing community/constitutent needs*** (increased from an avg. of 3.45 in 1997 to 3.78 in 2000). There were 2 statements that seemed to remain around the same rating, statement 15: ***I am pleased with the organizational structuring within my department/unit/office*** (decreased from an avg. of 3.69 in 1997 to 3.68 in 2000), and statement 14: ***The activities of my unit/dept./office related to the major goals and priorities of the college*** (increased from an avg. of 4.06 in 1997 to 4.07 in 2000).

Standard 4: Educational Programs

Year 2000 IE survey: Overall

The highest rating in this category was in response to statement 25: ***Students completing Cerritos College programs and courses are well prepared for continued higher education*** (average rating of 3.92). The lowest rating in this category was in response to statement 29: ***The basic skills program at Cerritos receives appropriate administrative and financial support*** (average rating of 3.68). The range of the average ratings were from 3.68 to 3.98. All statements averaged above 3.5 indicating that people are fairly satisfied with educational programs at Cerritos College.

Year 2000 IE survey - group breakdowns

A Kruskal-Wallis test applied between the groups of respondents found statistically significant differences in 9 out of 10 statements. The only statement without statistically significant differences was statement 31: ***Cerritos College maintains academic advising programs to meet student needs***. Classified

staff had the lowest average level of satisfaction on 8 of the 11 statements. Part-time faculty had the lowest average level of satisfaction on 2 of the 11 statements, and full-time faculty had the lowest level of satisfaction on the remaining statement. The highest average rating for 6 of the 11 statements was administration, with community having the highest average rating for 2 out of the 11 statements, and students having the highest average on the remaining 2 out of the 11 statements.

Comparing the 1997 and 2000 IE Survey results

Comparing ratings from the 1997 to the 2000 IE survey found an overall increase in average satisfaction. The largest increase in average satisfaction was to statement 30: ***Cerritos College provides adequate resources to support its educational program*** (an increase of .37, from a 3.34 rating in 1997 to a 3.71 rating in 2000). The smallest increase in average satisfaction was with statement 32: ***Courses are structured to allow students to progress through their program in a reasonable period of time*** (an increase from 3.80 in 1997, to 3.92 in 2000).

Standard 5: Student Services

Year 2000 IE survey: Overall

The highest rating within this standard was in response to statement 41i: ***Students are well served by the Disabled Students Programs and Services*** (DSPS), with an average rating of 4.06. Close to this rating was statement 40: ***Information about Disabled Student Programs and Services (DSPS) is accessible to faculty*** (avg. rating of 4.04). The lowest rating was given to statement 37: ***After evaluation, changes to services are implemented where possible*** (avg. rating of 3.52). Close to this rating is statement 41e: ***Students are well served by academic advising/counseling*** (avg. rating of 3.56).

Year 2000 IE survey - group breakdowns

Analysis of the differences among different groups by a Kruskal-Wallis test revealed that 14 out of 18 statements showed significant differences among the groups at the .05 level of significance. However, there was a change in the pattern of low ratings. Classified staff had only 4 out of 14 low averages for this standard. Students had 10 of the 14 low survey averages. Statements with low averages centered on service, development and faculty support for disabled students. High averages were given either with the community group (4 statements) or the administration group (11 statements). Note that there were 15 highs because community and administration tied in the response to 1 statement.

There were 4 statements where no significant statistical differences occurred. They were: statement 37: ***After evaluation, changes to services are implemented where possible***, and statements 41d,e, and g: ***Students are well served by: student services, orientation, academic advising/counseling, and placement*** (all components of the matriculation process).

Comparing the 1997 and 2000 IE Survey results

Comparing the 2000 survey to the 1997 survey revealed a general increase in satisfaction. Two of the largest increases in satisfaction came from statement 33: ***Services are delivered to students in a coordinated manner*** (from an average rating of 3.34 in 1997 to 3.82 in the Fall 2000 survey), and statement 41h: ***Students are well served by financial aid*** (from an average rating of 3.68 in 1997 to 3.90 in Fall 2000). Only two statements showed a slight decrease in level of satisfaction, statement 41b: ***Students are well served by admissions*** (from an average rating of 3.90 in 1997 to 3.83 in Fall 2000) and statement 41f: ***Students are well served by assessment*** (from an average of 3.79 in 1997 to a 3.75 in Fall 2000).

Standard 6: Information and Learning Services

Year 2000 IE survey: Overall

The highest rating was from Q47a: ***The services and resources available from the Library are exceptional*** (average of 4.08). Not far behind the average response to statement 47b: ***The services and resources available from the LRC Open Computer Labs are exceptional*** (average of 4.06). The lowest rating was for statement 47k: ***The services and resources available from Computer Services – Tech Support are exceptional*** (average of 3.33).

Year 2000 IE survey - group breakdowns

The Kruskal-Wallis test found 12 out of 16 statements had statistically significant differences at the .05 level. Classified staff had the lowest averages on 7 of the 12 statements, most of which centered on the services of technology-related issues. Students had the lowest averages on 3 of the 12 statements that centered on student learning and the exceptionality of learning. Part-time faculty had the lowest averages on 2 of the 12 statements that centered on Teleconferencing and E-mail access. The highest averages on all 12 statements were given by the administration group.

Comparing the 1997 and 2000 IE Survey results

There were some substantial gains from the 1997 to the fall 2000 survey. The two largest gains in satisfaction were in 47b: ***The services and resources available from the LRC Open Computer Labs, are exceptional***, (from 3.57 in 1997 to 4.06 in Fall 2000), and 47g: ***The services and resources available***

from the Campus Computer (on-line) Network are exceptional (from 3.31 in 1997 to 3.77 in Fall 2000).

Standard 7: Faculty and Staff

Year 2000 IE survey: Overall

The range of ratings for this standard went from 3.14 (Statement 52) to 3.92 (Statement 53). Statement 52: ***Excellent cooperation/communication exists between departments/areas across campus*** had the lowest average rating at 3.14. By contrast, Statement 53: ***Faculty at Cerritos College is student centered*** was the highest-rated rating at 3.92.

Year 2000 IE survey - group breakdowns

The Kruskal-Wallis test uncovered statistically significant differences among the groups at the .05 level on all 13 statements. Classified staff responding to 11 of the 13 statements gave the lowest average ratings. Administrators and students each had one of the two remaining lowest average rating on 1 of the statements. The highest ratings were given by administrators on 7 of the 13 statements which centered around human resources and policy statements. The community has the highest average rating in response to 4 of the 13 statements that centered on inter-group communication and evaluation. Full-time faculty rated the highest on 2 of the 13 statements that dealt with adequacy of responsibility and the extent to which faculty are student-centered.

Comparing the 1997 and 2000 IE Survey results

Increases in satisfaction are prevalent in the responses returned by faculty and staff. The two largest increases in satisfaction are to statement 48: ***Cerritos College maintains a balance of administrators, faculty, and support staff needed to be an effective institution*** (which went from an average rating of 3.02 in 1997 to 3.50 in Fall 2000), and to statement 50: ***My responsibilities and duties are adequately delineated*** (the average rating increased from 3.35 in 1997 to 3.84 in Fall 2000). The two highest averages were on statement 53: ***Faculty at Cerritos College is student oriented*** (average rating of 3.92), and statement 50: ***My responses and duties are adequately delineated*** (average rating of 3.84).

Standard 8: Physical Resources

Year 2000 IE survey: Overall

The highest rating in this standard was to statement 63: ***The college facilities are well maintained*** (avg. rating of 3.66). The lowest rating was in response to statement 65: ***The resources at Cerritos College are routinely reviewed/evaluated*** (avg. rating of 3.44).

Year 2000 IE survey - group breakdowns

In analyzing differences between groups of respondents, the Kruskal-Wallis test found 3 out of 6 statements had statistically significant differences among the groups. Faculty gave the lowest rating on those 3 statements. Part-time faculty had the lowest average rating on 2 statements and full-time faculty had the lowest rating on 1 statement. The highest average ratings for 6 of the 5 statements in this standard were given by the community (statements 61, 62, 63, 65, 66) while administration had the highest rating on statement 64.

Comparing the 1997 and 2000 IE Survey results

Substantial increases can be seen when comparing the fall 2000 survey results to the 1997 survey results. The largest increase in response was to statement 63: ***The college facilities are well maintained*** (average rating of 2.55 in 1997 compared to 3.66 in Fall 2000). Other statements also had smaller but significant increases: e.g., statement 65: ***The resources at Cerritos College are routinely reviewed/evaluated*** (avg. rating of 2.89 in 1997 compared to 3.44 in fall 2000), and statement 66: ***A comfortable physical working environment has been created and maintained*** (average rating of 2.97 in 1997 compared to 3.49 in fall 2000). It should also be noted that other statements were fairly close to this improvement in satisfaction (e.g., statements 64 and 61 with average increases of .53 and .45 respectively).

Standard 9: Financial Resources

Year 2000 IE survey: Overall

The highest rating on this standard was to statement 69***: I feel confident in the financial stability of Cerritos College*** (avg. rating of 3.81). The lowest rating for this standard was statement 72***: I have adequate opportunity to have input into the budget process*** (avg. rating of 2.95). The other statements in this standard clustered around the lower to mid 3's.

Year 2000 IE survey - group breakdowns

Analysis of the differences among groups of respondents by a Kruskal-Wallis test revealed that 6 of the 8 statements showed statistically significant differences between groups at the .05 level. The lowest average ratings in 4 of the 6 categories were classified staff. The other two belonged to the student class on statement 67 and the part-time faculty on statement 72. The highest ratings in 2 of the 6 statements came from the community, 3 came from administration, and 1 came from part-time faculty.

Comparing the 1997 and 2000 IE Survey results

Most of the statements displayed an increase in satisfaction. The two largest increases in satisfaction were to statement 70: ***Financial management at***

Cerritos College exhibits sound budgeting and control with proper records, reporting, and auditing (from a rating of 3.26 in 1997 to 3.66 in fall 2000), and statement 67: ***Significant financial resources are directed towards accomplishing major institutional goals and priorities*** (from a rating of 3.30 in 1997 to 3.67 in fall 2000). One sizeable decrease in satisfaction in this area that should be noted. Statement 72: ***I have adequate opportunity to have input into the budget process*** (from a rating of 3.63 in 1997 to 2.95 in fall 2000).

Standard 10: Governance and Administration

Year 2000 IE survey: Overall

In this standard, respondents have indicated that they are more satisfied with the governance and administration of Cerritos College than in 1997. All paired statements in this area showed increases in satisfaction from 1997. The two largest increases were on statement 83: ***Members of the board of trustees appropriately share in the governance of the college*** (from 2.93 in 1997 to 3.51 in Fall 2000); and statement 90: ***The president effectively manages resources, implements priorities, controls budget, expenditures, and ensures implementation of regulations and policies*** (from 3.09 in 1997 to 3.61 in Fall 2000). The two statements with the highest satisfaction level were statement 91:***The President provides effective leadership to define goals, develop plans, and establish priorities, for the institution*** and statement 81: ***Members of the administration appropriately share in the governance of the college*** (tied at 3.66).

Year 2000 IE survey – group breakdowns

The Kruskal-Wallis test found statistical significance at the .05 level for 13 of the 18 statements. Out of the 13 statements 11 of the lowest average ratings were from classified staff. 1 of the 13 low averages were from part time faculty, and the other low average was from students.

In 7 out of the 13 statements the highest averages came from administration, 6 came from the community, and 1 came from part-time faculty. (Note that the numbers add up to 14, not 13 because administration and community tied for highest in one of the statements, statement 91: ***The President provides effective leadership to define goals, develop plans, and establish priorities, for the institution***).

The results show classified staff having the lowest level of satisfaction with the governance and administrative structure, while administration and the community having the greatest level of satisfaction with the administrative structure.

Adjunctive Area: Campus Morale

Year 2000 IE survey: Overall

The overall satisfaction level with campus morale improved, although in one-third of the areas it remained the same as 1997. The two largest increases in this area were in response to statement 97: ***I am pleased with the overall appearance of Cerritos College*** (from 3.34 in 1997 to 3.96 in Fall 2000), and statement 100: ***Cerritos college is an innovative and effective institution*** (from 3.60 in 1997 to 4.02 in Fall 2000). The two highest averages in this area were in response to statement 101: ***I am proud to work at Cerritos College*** (fall 2000 average of 4.20), and to statement 100: ***Cerritos college is an innovative and effective institution*** (fall 2000 average of 4.02). There were 2 statements where satisfaction was fairly high but duplicated the 1997 results. These were statement 95: ***My supervisor takes action to facilitate my work*** (average response of 3.91 in 1997 and 2000), and statement 98: ***I am fairly compensated as an employee of the College*** (average responses of 3.46 in 1997 and 2000).

Year 2000 IE survey - group breakdowns

The Kruskal-Wallis test found statistical significance in all statements in this section among the groups at the .05 level. The lowest averages were split among 4 groups. Classified staff had the lowest averages on statements 98 and 99 (statements that pertain to compensation and purpose), part-time faculty had the lowest averages on statements 93 and 96 (statements that pertain to being part of a team and job security). Finally, students had the lowest average on statements 94,97, 100, and 101 (statements that relate to the perceptions of how Cerritos College is). The highest average on 7 of the 9 statements were from administration, while the highest average on 1 of the 9 statements came from the community, finally, the highest average on the remaining 1 of the 9 statements came from full-time faculty.

Web Author: Michael Ybarra (mybarra@cerritos.edu)
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